

Musket

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Lexington High School, Lexington, Mass.

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Condoms Made Available at LHS

by Erin Carlson and Annaliese Sorenson

In September of the current school year, packages containing condoms were made available to students in E house, H house, and the nurse's office according to a decision made by the Lexington School Committee last summer. The availability of the condoms, obtained free of charge from the Department of Public Health, were the direct result of a Condom Availability Bill passed by the Lexington High School Student/Faculty Senate last year.

School administrators reported no significant problems with the School Committee's distribution of the condoms. Assistant Principal For Student Affairs Larry Robinson stated that the "initial problems with vandalism" subsided after a few days. Principal David A. Wilson added that things were running "as well as could be expected," and the condoms were causing "minimum disruption."

The guidance staff has responded positively to the implementation of the condom bill. School social worker Martha Queenin commented that the program is "going well...Over 2000 [condoms] have been given out." She added that the condom packets seem to have "spurred positive conversation among groups of students."

The guidance office also noted that "many students have come in to talk about decisions" regarding sex. Queenin adds, "Many kids decide not to be sexually active, and that's a good and real choice." She encourages discussion of this issue.

The general opinion of the student body seems to be in favor of condom availability. Sophomore Maura Woessner said, "I think that [condom availability] is a necessity. We can't deny that teenagers are having sex; the only way we can help is to provide sex education and condoms." Junior Brian Mancuso added that having condoms available in school makes getting them "less of a burden" and thus helps to ensure usage. Sophomore Sarah Clough explained, "It's not a question of preventing births; it's a question of

preventing deaths."

Community reaction to the availability of condoms has been mixed. Lexington resident Douglas Yeo who opposes the condom plan commented, "It's impossible to say abstinence is best and wrap that message around a condom."

Yeo expressed concern regarding the failure rates of condoms. However, Kevin Cranston of the Massachusetts Board of Education commented, "Using a condom is 10,000 times more effective than not using one at all." He added that condoms prevent unwanted pregnancy as well as STDs and the HIV virus.

Other members of the community support the plan. Eve Nichols, a Lexington parent who has written books on AIDS stated, "Teenagers today have to know how to protect themselves against AIDS and other sexually transmitted diseases. I think the educational materials distributed with the condoms are excellent. They give young adults the facts in a way that is straightforward and accessible."

Upon questioning, School Committee Chairperson Sheldon Spector reported that he is pleased with the implementation of the condom bill. However, he is concerned about the possibly harmful effects of a lawsuit pending in Falmouth, Massachusetts. The lawsuit, which deals with condom distribution in schools, could have detrimental impacts on condom programs throughout the state.

The condoms are packaged in envelopes containing educational material regarding AIDS, STDs, sexual activity, teenage sexuality, and a fact sheet suggesting how to get a partner to use birth control. Also included are diagrams explaining instructions on condom use and a letter from the School Committee stating that "...abstinence is the only sure way to safeguard against sexually transmitted diseases...[B]ut if you insist on having sex against our better judgment, you should use a condom."

Student Explores LHS Drug Scene

by Mike Conti

What is the drug scene in Lexington? There are many rumors regarding this sensitive

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issue, but what are the facts?

Many serious users do not feel that their drug use alters their lifestyle at all. The financial burdens of drug addiction are of minimal concern to many Lexingtonians. Users say they "always get it for free."

Other than the price of drugs, users basically have only two other concerns: The health hazards of using chemical substances and the risk of being caught.

However, most of the users do not seem very concerned with the health issues involved.

Most users that this reporter spoke to agreed that it is becoming "easier to elude the police." They claim they have used drugs in groups in open areas, such as the Belfry Tower and the center field, because it is easier to spot the

police and then scatter.

Assistant Principal for Student Affairs Lawrence M. Robinson attributed the difficulty of dealing with the drug problem to the fact that drug use "is generally underground."

Locker searches are not a viable solution to the problem. Mr. Robinson said there is not much that the school can do.

Administrators may conduct searches without warrants but they must have reasonable suspicion, which is often difficult for the campus security guard to prove.

The school is also working with the police to apprehend offenders. Yet, these measures are focused on confronting the problem after the



The Lexington Social Issues and Drama Troupe presents one of several shows performed each year having to do with issues in teenagers' lives.

Photo by Hadley Langosy

Senate Passes Assembly Bill

by Paul Abott

The Lexington High School Student/Faculty Senate commenced its 1992-1993 session by passing the Freshman Assembly Bill. The bill, which has been accepted by Principal David A. Wilson, will go into effect at the start of the 1993-1994 school year.

"It's important to keep the student body informed of their rights at the school."

—Senate Moderator Will Eisner

The bill states that an assembly, hosted by two Senate members, a Board of Appeals member, a School Committee Representative, a Site-Based Council member, and two Class Council members, will be presented to every incoming freshman class during the first full week of school. The bill also states that the representatives "will be upper-class persons who currently hold offices in these organizations." This bill replaces the Eighth Grade Senate Bill which stated that both student and faculty representa-

tives from the Senate would visit each Middle School at the end of every school year to speak about the Senate and its role at the High School. The bill, passed during the 1989-1990 school year, was never successfully implemented.

The Freshman Assembly Bill has two main purposes. Firstly, the bill replaces the ineffective Eighth Grade Senate Bill. This new bill will guarantee that all freshman are fully educated about student government prior to the time they run for offices.

Secondly, the Freshman Assembly bill will better inform freshman of the offices they can run for. The hope is that the bill

will "pique interest among freshmen" towards student government. Historically, there have been vacant seats due to the lack of freshman candidates.

Senate Moderator Will Eisner commented, "It's important to keep our student body informed of their rights at the school."

In additional senate news, the senate appointed freshman Erika Dahlin-Lee, junior Jenny Wallace, and senior Matt Lippert to the Lexington High School Site-Based Council on October 21. Each of these candidates was interviewed by the Senate prior to their appointment.

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Superintendent Talks About LHS, Budget

by Will Eisner

The following is an interview with new Superintendent Jeffrey Young.

Musket: Dr. Young, you've recently entered the Lexington School System as the new superintendent. How has the transition to the Lexington School Systems been for you?



Superintendent Jeffrey Young.

Photo from Musket file.

Young: Transition, by definition, involves some disturbance. Making major changes without expecting some potholes is unreasonable. Despite that, I feel that my move to Lexington has gone relatively smoothly. Other than myself, there are two new central office administrators this year: Carol Pilarski, director of curriculum and evaluation, and Sandra Guryan, director of business and finance. Overall, 60% of the central office staff is new.

Fortunately for us, Carol has worked in the system for a number of years. Also, Dick Barnes, the assistant superintendent of personnel, has been a major, important presence here. He has not only been my historian but has also been an intelligent staff administrator with sound advice on many issues. The rest of the staff here has also been extremely supportive, and that has helped.

Musket: What are your impressions of the high school?

Young: Generally, my impression of the high school is that it is a place with many good teachers and very devoted students. I think there is a quality to the curriculum at LHS that sets it apart from most other high schools.

Musket: What aspects of LHS do you find especially significant or

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Superintendent Talks, Cont.

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impressive?

Young: In the classes that I have observed, I have seen teachers holding expectations for students that are extremely high. I have seen teachers bringing out the best in their students.

Musket: What areas of the High School do think are in need of some change or improvement?

Young: I've been here for a little over a month now, so I think it's a little premature to single out one or two aspects that seem to need improvement. I think it is important to engage the faculty and the staff to see what their concerns are and to see what they want to improve. One topic that I am particularly interested in is the topic of gender equivalence. I have a three-and-a-half year old girl, and I want to be sure we get a handle on this problem before it can affect any more students.

Musket: The Lexington High School Student/Faculty Senate is the official legislative body of LHS. What is your opinion of the senate and what role do you think it should play at the high school?

Young: My impression of the senate is based on one visit I made last spring. I was impressed by the quality of discussion and by the respect between teachers and students. As for their role, I think they should discuss any topic that is of a real concern to the school community.

Musket: The Site-Based Council is a new group consisting of teachers and other members of the school community. How do you see their role at LHS?

Young: I see the role of the Site-Based Council of the High School to be no different from that of the other Site-Based Councils. None of the roles of these councils have been definitely decided upon as of yet. As a result, some are going one way while the others are going another way. My job is to retain some sense of a whole. We need to decide which decisions are best made where.

"I think it is a shame to charge user fees for sports or transportation. I wish we didn't have to do it."

—Superintendent Young

Musket: With the recent enactment of the condom bill at LHS, there has been some community unrest. How do you think the school should deal with situations such as this, where students and arguing against the community?

Young: Students are part of the community. As such, they have a

legitimate voice that needs to be heard. I would not want to pit students against the community or part of the community. We need to deal with all issues in a public way, listening and learning. We need to decide as a group what is the best course to take.

Musket: What do you think of heterogeneous class grouping? That is, what do you think of having classes that consist of students with mixed academic abilities?

Young: This is a very interesting issue. There is a vast amount of

"In the classes that I have observed, I have seen teachers holding expectations for students that are extremely high. I have seen teachers bringing out the best in their students."

—Superintendent Young

research that shows that heterogeneous grouping makes no different with respect to student achievement. Most find that hard to believe. They believe that homogeneous grouping will provide students with a more appropriate pace. I believe that teaching is a lot harder in mixed classes. I think that where the possibility exists, there should be heterogeneous classes. It really provides a more realistic view of society. It allows students of different academic levels to learn from one another.

Musket: This year, user fees have been charged to students for use of the busses and for activity in sports. What is your opinion of user fees and what happens to students who can't afford to pay them?

Young: There is a waiver system for transportation fees for families that cannot afford to pay. It involves a discreet and confidential conference with the school principal. I think it is a shame to charge user fees for sports or transportation. I wish we didn't have to do it.

Musket: Why was the security guard re-hired?

Young: It was on Principal [David A.] Wilson's recommendation. It just wasn't educationally sound or financially efficient to have a professional watching the parking lot when there were more important things to be done. We hired the security guard so that none of the building administrators would be giving up their valuable time. It seemed to us to be the best choice to have a security guard.

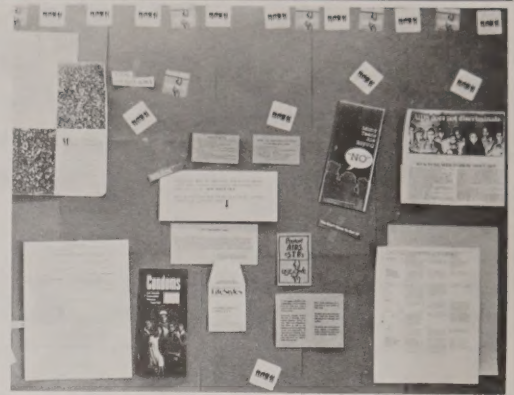
Musket: What do you want to do about the gender gap in math and science at LHS?

Young: A lot of research has been

done about gender equality. The problem can be attributed to a variety of reasons. Society, schools, teachers, parents, and students themselves are all part of the issue. All of this goes to say that it is a big problem that will not easily be undone. Currently in existence at LHS is a gender equality committee trying to define the problem of gender equality and recommend solutions.

Musket: Lastly, is there anything you'd like to say to the students of Lexington High School?

Young: I don't get to spend as much time as I'd like to with the students of Lexington High School. I'd just like to say that my door is always open to discuss whatever concerns any student might have.



Billboard in E-house containing all of the contents of one student condom packet.

Photo by Hadley Langosy

Drugs in Lexington Explored

Continued From Page 1

fact, instead of preventing it.

A former addict criticized the school system's life skills program. "Drug education should start at the High School. I got it in seventh and eighth grade, and it didn't have any affect on me then [sic]." The user added that the health program currently being taught in the schools deals too little with unimportant issues and should concentrate much more on drug education.

LHS Social Worker Martha J. Queenin attributed the school's drug problem to easy availability. "If you want it, you're going to get

it," she commented. One of the problems Queenin faces in working with users is that students tend to come to her only after a crisis. Queenin also must work with students who attempt to deny or rationalize their drug use. "Many claim that their addictions are not real problems," she said.

Marijuana and L.S.D. are not the only drugs of choice. One alleged user claimed that over-the-counter drugs have become very popular lately. He claims that users take cold medicines, caffeine pills, and other such substances in great quantities for a "cheap buzz."

As with illegal drugs, serious side

effects accompany over-the-counter drugs. By slowing down respiration and raising blood pressure and pulse rate, commercial drugs can induce paranoia and cause nerve damage.

While many students continue to use drugs and non-users simply look the other way, drugs are affecting all of us, either directly or indirectly. The fact is clear: There are students at LHS who use and sell drugs.

The counselling staff of LHS recommends that any student who has a question or comment about drug use call 1-800-327-5050 or see Mrs. Queenin in E House.



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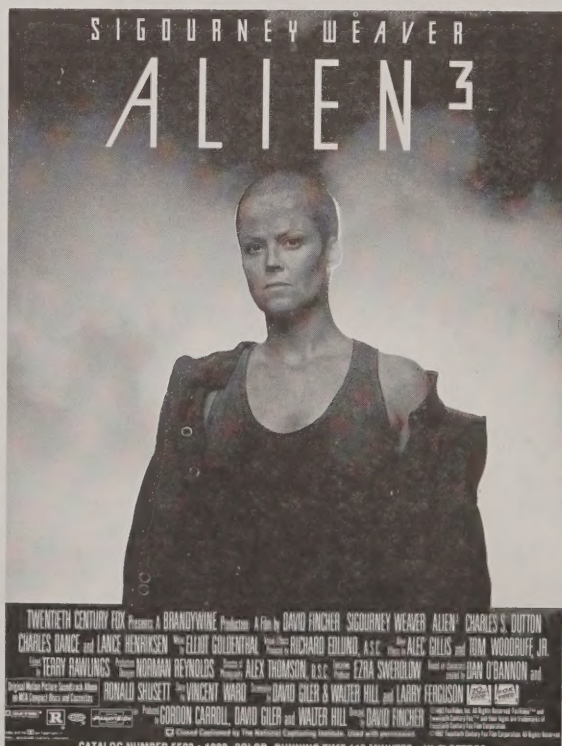
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News Briefs

Freshman Elections

Freshman Elections were held on October 13. The results—

Angela Clinton is president. Laura Ginn is vice-president. Sumy Rhee is secretary. Jen O'Connor is treasurer.

Freshman senators are Josephine Chu, Dave Eisner, Dalia Hochman, Susie Kown, Cynthia Lin, Monica Martinez, and Margo Minardi.

Freshman Council Members are Gen Bartels, Shannon Crocker, Kristina DiStephano, Carolyn Glabe, Flavia Gnecco, Lauren Kidney, Susie Kwon, Peter Marino, Monica Martinez, Stephanie McCarthy, Margot Minardi, Dave Myung, Monica Roy, Razi Scares, Todd Spellman, and Katrina Zorka.

Also, Chris Amar is the School Committee Representative and Matt Moore is the Board of Appeals member.

Commended Scholars

Commended scholars for 1993 are:

Thomas Anderson, Sirshendu Banerjee, David Barzilai, Ben Champney, Alexandra Chang, Jason Chang, Victoria Chen, Kevin Clinton, William Eisner, Laurel Hall, Kimberly Harter, Jessica Holt, Michael Hsieh, Amy Lang, Anthony Luongo, Aravind Mani, Rachel Marcus, Josh McCarthy, Ryan McCarthy, Robert Mellican, Samantha Peltz, David Podgorski, Laura Premack, Nicole Scaramelli, Sylvia Sellers, Jillian Singer, Amy Smith, Sue St. Pierre, Courtney Swanson, Martha Thompson, Sergui Troie, Jeremy Warren, and Linda Warren.



Dr. Fiveash takes a break from his busy days schedule. Fiveash's senior Mythology course is one of the most popular in the school.

Photo by Hadley Langosy

Fiveash Is Hero to Seniors

by Nick Callera

"Sky was the first who ruled over the whole world. And having wedded Earth, he begat first the Hundred-handed, as they are named: Briareus, Gyes, Cottus, who are unsurpassed in size and might, each of them having a hundred hands and fifty heads. After these, Earth bore him the Cyclopes, namely Argus, Steropes, Brontes, of whom each had one eye in his forehead." - a Greek succession myth from a handout in Dr. Michael Fiveash's mythology course.

Dr. Fiveash was the first who ruled over the world of Latin. To please Apollo, god of arts and intellect, he begat the first mythology class at Lexington High, teaching myths from ancient Greece, Native American nations, and other cultures, to a class of six students. This year, both semesters of his mythology class are unsurpassed in size and enthusiasm, each of them having about thirty students.

"I think everybody likes a good story," comments Dr. Fiveash about the popularity of his class. "Many students are already familiar with a few myths," he explains. "Some [students] want to study it in more detail." Most students would also mention that Fiveash's teaching reputation attracts a

Fiveash often discusses "The Simpsons" with his class. "I really identify with Homer," he says. "['The Simpsons'] really is a kind of modern mythology."

great many students to this course.

When not sacrificing sophomores to Zeus or watching "Ben-Hur," Fiveash's class reads Homer's *Odyssey*, an ancient hero tale. Fiveash describes the *Odyssey* as "one of the world's first stories about a man who knows who he is and therefore knows where he belongs." Often, Fiveash writes passages from the tale on the blackboard in Greek, reading them to the class and translating into English.

In addition to Latin and ancient Greek, Fiveash is fluent in French and Zuni (a Pueblo Indian language.) He also dabbles in other Native American languages.

One major type of story seniors study in mythology is the hero tale. A hero tale, such as the *Odyssey*, is a myth about a hero, who is often the result of a strange or unnatural birth. The hero journeys to another world where his quest is aided by a "donor figure," and where the hero is faced with "taboos," or things he must not do in this other world.

Another type of myth the class has been studying is an etiology. This is any myth that explains the origin of something which is found or used in the present time. One example is the story of Theseus and the Minotaur in which the origin of the name of the Aegean Sea is explained.

Another etiology is one Fiveash tells of his ancestors from England and Scotland. "They must have lived on a farm or some-

thing where there was a little grove of ash trees, probably five of them..."

Fiveash often discusses "The Simpsons" with his class. "I really identify with Homer," he says. "['The Simpsons'] really is a kind of modern mythology."

For those who can't wait until their senior year to take mythology, or for seniors who just can't get enough, there is the Mythology Club. Last year, Josh Knobe created the Mythology Club, to which Fiveash is the faculty advisor. At the recent freshmen and sophomore activities fair, the club attracted 110 new members, partly because junior Amanda Palmer was there waving incense and playing JIMI Hendrix tunes.

Last year, the club held activities such as cabbage-fights in Willard's Woods, a trip to the Museum of Fine Arts, a dance in honor of Demeter, the goddess of fertility, and afternoons of story-telling and water fights.

Kafrissen's Fashion is High Ranked

by Victoria Chen

When students sign up for Sam Kafrissen's history class, they get more than just profound interpretations on Christopher Columbus' ethics; they also get a teacher who is an icon of fashionable dressing. Kafrissen lauds the demise of polyester, and can often be seen sporting boots, jeans, and comfortable shirts made of natural fabrics.

Kafrissen likes to stay in fashion, but he comments that trends seem to be directed at high school and college age students. Kafrissen explains, "I wear age-appropriate clothes all the time. That means I don't wear heavy-metal band T-shirts, and I don't tight-roll my jeans."

Mr. Kafrissen is a self-proclaimed "smart shopper," and never pays full retail price for anything. Kafrissen confesses, "I get most of my clothes at T. J. Maxx. When I go to Filene's, the Gap, or the Banana Republic, I head straight for the sale racks." If he does not like any of the clothes on the sale racks, he simply leaves the store.

Kafrissen wears casual clothes when he teaches because he considers his job to be "work, versus a night on the town with [his] wife. [He doesn't] want to waste an expensive good suit by getting chalk all over it." Kafrissen comments that he does not like to put on a "uniform" at work, or change his image. He feels that if he dresses the same way on the job as he does at home, he stays the same person.

Luckily for Kafrissen, who hates dress codes, LHS does not have one. Kafrissen considers LHS to be a flexible school, where a teacher's style "doesn't seem to affect the students' image of him." He admits that he feels pressure to be a good role model for his students, but hopes that "it is more in the context of [his] character and ethics, as opposed to [his] shoes or pants."

Kafrissen observes that at LHS, "There is a less formal environment. The student/teacher relationship is more of a peer relationship. Maybe that's because the teachers' styles are more real, and not institutional." The students seem to be comfortable in relating to the teachers.

Kafrissen concludes, "Some people try to lead an integrated life. I'm not different at home than I am at work, and the way I dress reflects that."

Israelis Visit Lexington

by Mike Kelly

Lexington High School has two special foreign guests for the first semester; Juniors Nir Lotan and Netta Golan are visiting from Israel on an exchange program sponsored by Eisendrath International Exchange through the North American Federation of Temple Youth (NFTY).

The exchange program is exclusive to NFTY and to the New England Federation of Temple Youth (NEFTY). Five high school students from Israel have come to the New England region to stay for a period of five months, from July 23, 1992, to January 3, 1993. Because of the strong reputation of the Lexington branch of the youth group, based in Temple Isaiah, Lexington has two of the five exchange students, which is considered to be a great honor by temple members.

Both Netta and Nir have been to the United States before but they still say that America fascinates them. "Everything here is so big," says Netta with amazement. "The buildings and the cars! When I first came here, I took pictures of the beautiful cars!"

Nir confesses that, at first, he suffered culture shock. "People here talk of problems that are so new and different to me. In Israel, everyone is afraid of war from the Arab countries. It is nice that the United States doesn't have to deal with these problems," Netta observes, "I like how everyone can think about the environment and recycling and [not] worry about war or the crazy drivers we have in Israel."

Both exchange students are quick to point out other contrasting qualities between Israel and the United States. Netta relates that "in Israel, the whole country is like one big family." Nir mentions, "In Israel, you can say 'Hi' to people on the street, who you don't even know, and they will say 'Hi' back. It's not like in New York where you say 'Hi' and they shoot you. I'm exaggerating, but it's just not the same here."

When asked why he wanted to come to the United States, Nir answered, "Well, this is the country of opportunity, right? Everybody wants to come here. I wanted to meet people in the U.S. and see a different lifestyle." Netta adds, "I've been here before, to California. It's amazing that a country can be so big and have so many different lifestyles."

Because English is mandatory in both Netta and Nir's schools, they speak it fluently. In addition, many of the movies that they watch are in Israel's language.

Both Netta and Nir like LHS, despite major differences between it and their native schools. "The schools here are totally different," explains Nir. "My school is just one building and we generally stay indoors throughout the day. We start at 7:10 in the morning, and end anytime between 12:30 and 3:00 in the afternoon, depending on the day. We have six days a week of school, with Saturdays off."

"Another difference is the way schedules are made," continues Nir. "Students don't

have any choices as to which classes they take; they simply are given a schedule and follow it. There are also teams of students who go to the same classes together. The students on your team are the ones you get to know the fastest and become friends with."

Netta's school is different from Nir's school. For example, she says, "In Jerusalem, we have one day set aside for culture day. We go to current movies, concerts in Hebrew, and then discuss them. Another thing - our school colors are blue and gold!"

There is a misconception that in a mainly Jewish country like Israel, there would not be as much cultural diversity as there is in Lexington. However, Nir explains, "Israel is about 85 percent Jewish. In my school, we have 2 percent Palestinian, and the rest are Arabs. As for Christians...I know of only one in my school."

"There have been two big immigrations lately: Russians and Ethiopians. Most immigrants are Jewish, who are given instant citizenship. Others have to go through long processes," finishes Nir. However, there is not any real discrimination - "that is, no more than in the United States."

Both Netta and Nir like their temporary American families. Netta is staying with senior Taryn Roeder. Netta comments, "The Roeders are a great family, they're warm and nice. Also, it was much easier for me than for others that came here before because there are other Israeli exchange students in this state with me."

Taryn is very happy with the situation. "It's like having another sister, but not exactly. It's new. I'm learning a lot about Israel. There are a lot of issues, and since we're both liberal, we usually have the same viewpoints. I'm closer to her than [I am] to a lot of people, and I tell her everything. She's an only child, so this is also new for her."

Nir is staying with senior Andy Blumsack and first-year student Emily Blumsack. Andy visited Israel during the first month that Nir was in the States. Andy "had a lot of fun and got to visit Nir's family in a reverse-role kind of thing."

Andy describes Nir's perception about military drafts, saying, "One of the things Nir is always talking about is how he will join the Israeli army for three years when he [turns] eighteen. It's not like in the States where people run from the draft. [In Israel], it's like a coming-of-age. Basically, you're not a kid anymore."

Now, although Netta and Nir are enjoying their experiences that the exchange program affords them, neither is considering making the United States a permanent home. Netta states firmly, "I'm very connected to my family and my friends, and I want to stay with them. Even though the United States' economic and other conditions may be better [than Israel's], Israel is still my country, and I couldn't ever leave it. I would still like to come here on vacations, but I would miss my family. I can't be apart from them."



Sam Kafrissen dresses sharply.

Photo by Hadley Langosy

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Holidays at LHS Not Respected

According to Lexington High School policy, no new educational materials will be covered in class on the Jewish holidays of Rosh Hashanah and Yom Kippur.

The policy of not covering new material on the Jewish high holy days has been a long-standing policy at LHS. Because of the nature of these holidays, it is impossible for any observant Jew to do school work on these days or on the nights proceeding them.

Because of the significant Jewish population at LHS, the administration has chosen to recognize these holidays. They have decided that it is unfair for Jewish students to be held accountable for work on these days, and as far as the Musket editorial staff is concerned, this is a good decision; observant Jews should not be penalized for their beliefs.

This year, however, several incidents that should be noted have been brought to the attention of the Musket. The following, among other things, were scheduled for the two holy days: A history department meeting which was scheduled by the administration; an important science test which was only re-scheduled after parent complaints; the first meeting of the drama troupe; two golf tournaments of which only one was re-scheduled; and several other important after-school student activities. These are just the events that were brought to the attention of the editorial staff.

It would be unreasonable for any minority to demand the absolute cessation of activities on one of its religious holidays. However, it is inherently inconsiderate and unfair to schedule important school-related events on days that students will be forced to miss for religious reasons. Beyond the fact that it is a blatant violation of school policy, it is also a violation of Lexington's unofficial policy of "cultural awareness" to punish any group of people for their beliefs. It is true that probably none of these events were scheduled maliciously, but regardless of the intent, the result was partial exclusion of a minority.

One science teacher informed his class that Jewish students could make up missed work during X-block. First of all, it is against another school policy to require students to do anything during X-block. In addition, this violation of policy demonstrated complete insensitivity to a significant portion of his class. It was not until the administration intervened that the test was re-scheduled.

Sensitivity to minorities is an important idea at LHS, and increased cultural awareness is a growing necessity in America. It is important to realize that teachers affect students equally as role models and as instructors. In other words, no matter how much a student is taught to be "multi-cultural," they will only truly learn how to be "multi-cultural" by observation. It is up to our teachers to make sure no minority is cheated at LHS, a public institution of learning. If teachers are not fair to minorities, how can we expect anything more from their students?

Such unsigned editorials express the general opinions of the entire Musket editorial board.

Food Service Strategy Questioned

Lexington High School has never been renowned for its superlative food service. Although it was hoped that the Marriott company would improve matters, it is unlikely that the average LHS student would have anything to say about the school lunch program fit to print. Little, bruised apples and mushy hamburgers are edible but not enjoyable.

Some might be inclined to accept this as a traditional problem in public schools; would our education be complete without an excuse to complain about the food?

The fact that students with open campus can, after a ten-minute walk, obtain a sandwich of surpassing quality at any one of a number of venues in Lexington Center serves to underscore, not ameliorate, the problem. The fact is, the open market has respect for the consumer because competition forces business owners to offer goods that people actually buy when they have a choice.

When LHS contracted the Marriott to provide the food service, the administration made much of the fact that it was a competitive process. The company with the most financially attractive offer, and that would provide meals of a certain nutritional requirement, got the bid. That company was

Voter Apathy Must Be Countered

It is a frightening fact that a paltry 40% of the voting public will actually exercise their right to choose a president in the upcoming election. More disturbing is the widely-accepted belief that most of them will base their vote on propaganda, distortions of the truth, and trivialities.

Whose fault is this? Only half of the blame lies on the shoulders of the voting public itself. There is no excuse for apathy, but the fact is that the average voter does not have at his or her disposal the information necessary to make an informed decision. This is the fault of the media, the candidates themselves, and our school system.

"I didn't inhale," protests a cornered Clinton. "No new taxes!" exclaims Bush a second time. "No that wasn't a pledge," equivocates aide Marlin Fitzwater. "Now: I'm not running; but I am on the ballot in all fifty states, and I may campaign," explains a lucid Perot. Are they being honest? Should we care? Just what are they trying to say, and who are they saying it to?

There are issues out there. Do you believe in the right to abortion? Do you believe in the death penalty? Do you know what makes the economy go around? Do you think we should invade the Persian Gulf again? How will the Supreme Court be composed for the rest of our lifetimes? Do you how George Bush and Bill Clinton feel about these things? Do you think they would be effective presidents?



Substitute Policy Needs Revision

Any school policy preventing teachers from cancelling their classes is wasteful and inconsistent. Additionally, it accomplishes nothing.

The administration's justification for keeping juniors in their classes seems to be that while juniors can handle free blocks, they cannot handle cancelled classes. This is obviously wrong. It is meaningless to arbitrarily draw a line between a junior and a senior and decide that a junior is somehow significantly less capable of handling free time. Juniors are upperclassmen. They have licenses and open campus. Many classes are made up of both juniors and seniors. It is unreasonable to say that all juniors are inherently more mature than all juniors and that juniors are not capable of handling the responsibility of an extra free block. Juniors are not irresponsible or immature.

It is meaningless to arbitrarily draw a line between a junior and a senior and decide that a junior is somehow significantly less capable of handling free time. Juniors are upperclassmen...Juniors are not irresponsible or immature.

Also, there is no distinction between the free time a junior would have during a cancelled class and the time juniors have during free blocks. Not allowing juniors cancelled classes will not prevent violations of school rules. If some one wants to commit an offense, they are going to, regardless of any school policy.

The administration may also claim that students should have cancelled class at all. Principal David A. Wilson vetoed the Lexington High School Student/Faculty Senate's original

substitute bill that would have allowed cancelled classes for juniors and seniors. It was only through a long process of veto overrides and School Committee appeals by the senate that cancelled classes were made available to seniors. The administration may claim that cancelled classes detract from the learning process. It is foolish to think that substantial learning goes on in the majority of substitute-taught classes. Some substitutes are assigned to classes where they have no expertise. Also, most junior classes are engaged in relatively in-depth subjects such that a substitute cannot simply walk into the class and start teaching. Even with class notes, a substitute cannot replicate a teacher's style, integral to the class structure. It is not possible to fully communicate to a substitute in what light to discuss a matter. Lastly, most teachers can cover in about ten minutes what a competent substitute with a detailed lesson plan can cover in one class period.

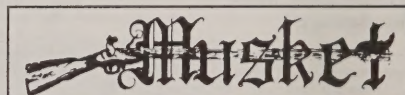
Beyond the competence of substitutes is the student body's attitude toward substitutes. Substitutes are almost universally accorded no respect. It is impossible for a substitute to effectively teach a class while projectiles are flying across the room. This attitude is an intractable barrier to a substitute's effectiveness. Given a free block, at least some students will study or do homework they might not have otherwise done.

Unfortunately, the school's policy of not allowing juniors cancelled classes has negative effects. The school system is in a severe financial crisis. Courses have been cut, class sizes have been increased, and teachers have been fired. Every dollar is important, and substitutes are not cheap. Wasting money on an ineffectual policy is fiscally irresponsible when money is needed elsewhere.

The administration does not have any legitimate justification for keeping in place a policy that restricts juniors from having cancelled classes. This policy is wasteful and not educationally sound.

A bill that would give teachers of junior classes the right to cancel class in case of absence is currently on the agenda of the Lexington High School Student/Faculty Senate. The Musket fully endorses this bill and encourages students to express their opinions on the issue at the appropriate senate meeting.

—Luca Struble



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Thinking about Columbus

Casually thumbing through the Annotated Massachusetts General Laws at the Boston Public Library one afternoon, I discovered the following edict:

"The governor shall annually issue a proclamation setting apart the second Monday in October as Columbus Day and recommending that it be observed by people with appropriate exercises in the schools and otherwise, to the end that the memory of the voyage, perseverance, and spiritual fervor of Christopher Columbus, discoverer of America, may be perpetuated."

Most Lexington High School students appreciated the long weekend, although few spent it engaged in the perpetuation of Columbus' spiritual fervor. I did have the opportunity to consider the issue, suddenly a quite fashionable one, of Columbus' place in history. Many politically-correct individuals point out the destruction Columbus wrought on the native peoples of America when he got here. In an extremely short period of time, millions of lives and countless flourishing cultures were destroyed. How did this occur?

First there was Columbus' own persecution of the indigenous people. In his desire for gold, land, fame and glory, adventure and profit, he saw the Native Americans more or less as animals. There is a great danger in depersonification. It is a device used not only by Columbus but by just about every other civilization in the history of the world, including, perhaps, the Native Americans in their own conflicts. The results of Columbus' depersonification of the Native Americans are well-documented and shocking. They include the enslavement, torture, and killing of many of the indigenous people. But, the essentially unconcentrated efforts of a few Europeans in the regard could not have been enough to destroy entire nations full of people.

The majority of the Native Americans were victims not of malicious genocide because of depersonification, but of accidental genocide due to disease. The Europeans brought with them germs to which the Native Americans had no immunity, and this more than anything else was responsible for the decimation of the native population. It is unthinkable that the Europeans would actually have been capable at that time of killing one-hundred million people through warfare, thought that is probably the scale of the destruction.

The final genocide is the one that continues to this day, that is, cultural genocide. Here, the Native American philosophy has, throughout the years, been overwhelmed and co-opted by the European one. The two are fundamentally different, because one is "rooted in place," while the other is expansionist. Of the two, the European culture was the more

likely to envelope the Native American culture, rather than the other way around. The Native Americans were basically isolationist and thus unlikely to assimilate anybody. The Europeans, on the other hand, had come to America with the intent of planting their seeds. Moreover, after the Native American population was destroyed by disease, and once more settlers arrived and began to multiply, the Native Americans were far out-numbered by the Europeans. In the end, the Native Americans were forced to compromise their culture in order to survive at all.

Columbus' place in this story was more or less what it seems: He was the captain of the ship. As much, however, as we would like to saddle him with the blame for the tragic destruction that has progressed side-by-side with American development, the issue is not that simple. The real ship Columbus was captain of was not the Nina, the Pinta, or the Santa Maria, but one called "Exploration," part of a larger fleet called "History." The sad truth is that the continuing decimation of indigenous culture is not the fault of Columbus any more than it is the fault of Cortez or Galileo or Lief Erikson or the first prehistoric human who wondered what lay on the other side of the valley. The destruction and odyssey that Columbus started is not excusable, but it was the direct result of the urge of civilization to explore and expand.

It is indeed difficult to conceive of a scenario in which fifteenth-century Europeans would live amiably side-by-side with Native Americans. It is, however, not so difficult to conceive that we, twentieth-century Americans, ought to be able to do it, despite the fact that we are not currently doing so. Young Native American adults are much less likely to go to college than high school graduates of any other ethnic group in America. Alcoholism and ethnic despair prevail on a depressingly large number of reservations. Inexorably, many Native Americans are losing their own cultures, but they are not gaining acceptance into mainstream America and they are not receiving the assistance or publicity given to other disadvantaged minorities.

Celebrate Columbus Day. Celebrate Leif Erikson Day (October 9) as well, if you want. Celebrate our life on this continent and our achievement; Columbus is as much a part of our history as Abraham Lincoln or Martin Luther King. But lament the death of millions of human beings and the demise of many formidable cultures. Most of all, hope that we can arrest the degeneration of Native American culture today. Hope that our leaders today have more tolerance and foresight than Columbus did.

—Dan Michaelson

Sexism in LHS: A Student's View

Why don't females excel like males in the sciences? There are many different theories on this subject. Most studies, such as one by the American Association of University Women, show that young women are somehow turned away from math and science during their early- and pre-teens. Some studies suggest that lack of female role models in the math and sciences contribute to girls' lack of self-confidence. LHS fits this scenario. It's possible to go through middle school and high school in Lexington and have only one, or no, female science or math teacher. Furthermore, some studies have shown that teachers, of both sexes, subtly display favoritism toward guys. The teachers observed paid more attention to the males, gave them longer time to answer questions, and, in general, asked thought-provoking, evaluative and analytical questions to the boys and memory-based, explanatory type questions to the girls. If girls are made to doubt their intelligence in the sciences, during the period in their lives when their interests are malleable, they lose self-confidence forever. No wonder the American Association of University Women has requested that the new "Teen Talk Barbie Doll" be recalled because the Diva of Plastic chirps "Math class is tough."

All these statistics reek of hypocrisy. Our schools and teachers supposedly want everyone to succeed, but without knowledge in math and science, female students are deprived of opportunities in the high technology workplace. With the current recession, the job scene is highly competitive and students need the best education possible. By keeping the tech-industries male dominated, economic power is not shared and younger girls are also not supplied with female role models in science or math. Our government and the self-proclaimed educational president urge that America work hard to become the best in the technological industries, but they have not done anything to encourage young females to become interested in technology. Our current government does not seem to realize that the United States is losing almost half its brain power because females aren't encouraged to join the technological work force.

Who's doing something to create a better learning environment for females at LHS? A Gender Equity Committee has been formed. Its roster consists of an impressive list of administrators, teachers, townspeople, and students. This new committee is still in the process of collecting data, but it seems committed to eradicating sexism in our schools. It is reassuring that an educated group of people care about improving female self-esteem and education. The quicker the administrators and teachers admit there is a problem, the quicker a solution can be found. Unfortunately, there are no middle school representatives on the committee. Since girls usually lose self-confidence and interest in science and math in the seventh grade, the middle schools should be a target area, not ignored. By the time a student reaches the high school, they are much harder to reach if they neglected math and science throughout their middle school education.

If "Teen Talk Barbie" bothers you, call up Mattel Toys' toll-free consumer hotline at 1-800-421-2887 and give them a piece of your mind.

Just for kicks, let's take a real-life story of a girl who has gone through the Lexington public school system. The names have been changed to protect the innocent since this

country has a passion for blaming the victim. Let's call our female Susan. She is an intelligent student who does fairly well in school and, other than math and science, takes all honors classes. Her parents are two open-minded individuals who encouraged her to do her best in school. Why, then, has she dropped both trigonometry and physics her senior year? In first grade, she scored ninety nine percent in math comprehension on a standardized test. During the rest of elementary school she liked math and science and got good grades in both. Then she went to middle school and things started to fall apart. Her sixth grade math class was advanced, the equivalent of level one at LHS. Susan forgot to study for her first quiz and got a C. This was not an acceptable grade for Susan's own standards but her teacher, prejudging Susan's ability in math, wrote "Good job, Susan!" on her quiz. These words impacted her - she remembers them six years afterwards.

No wonder the American Association of University Women has requested that the new "Teen Talk Barbie Doll" be recalled because the Diva of Plastic chirps "Math class is tough."

By seventh grade she was not enjoying math but was still succeeding in science. By the time she hit the high school, Susan was too far behind in knowledge, as well as motivation, to catch up in math completely. For the next three years she got straight B-'s in all level one math classes, and was satisfied with her grades. Her self-esteem in math had plummeted. She accepted lower grades in math and rationalized them by telling herself "I just don't have a mind for math." In sophomore-year geometry, Susan and three other girls were placed in the back corner of the class room where they were virtually ignored by their teacher. The teacher would walk around the classroom to help students with individual problems but never came back to the four girls in the corner. Susan remembers the teacher left this freshman guy to help them with their questions. Given Susan's previous bad experiences with math, she needed more encouragement by her teachers rather than less.

Her science interest didn't die out until after freshman year. All through middle school, Susan loved science but lost her affection in biology during her second year at the high school. Her biology teacher spoke negatively about students' ability in general. Susan's self-esteem, already degraded by gender bias in previous math classes, dropped even further. Susan again got straight B-'s through sophomore- and junior-year science. Both these classes were also level one. Susan continued to get A's in her other honors courses. Her intelligence did not stop her from becoming a top level math and science student; her self-confidence did. Her choice of careers is now limited to liberal arts. Unfortunately, what she really wants to be is an archeologist, and that requires a science degree.

—Megan Alloway

Dear Dan & Dan

Dan and Dan are here to help you. Like your assigned guidance counselor, but younger and snarier, we are sure you will turn to us with your inner-most fears and concerns. There is nothing we would like more than to be able to impart upon you, the student body at Lexington High School, our amassed knowledge of LHS tricks, trends, and fashion tidbits. Please contact us care of the Musket in the Student Activities Center so that we may expose your personal inadequacies to the entire student body through our publication.

Hey, Kids. We thought that it would be appropriate for the Musket's first edition to let you know what's in and what's out for the '92-'93 school year. Please, for your own benefit and the benefit of those around you, do not skim this advice column as you did Will Eisner's front page story. Failing to adhere to the following social guidelines will result in certain humiliation. Let's begin.

Hang Outs

G-house out. Note the bars on the Lance machines. F-house going out. Watch for bars soon to appear on the Lance machines. B-house the new rage. Where else can you find the homey atmosphere of those big comfy chairs and all those well-cared-for plants? Senior quad way out. Chaining benches to the trees did it for us. Flag-pole area filling in, as well as providing asylum for those with open campus. Smoking corner on cutting edge/fringe. D-house lags very hip. J-house lags inconvenient and out of style. Science building lags undiscovered by most of the student body. Muzzey Street parking inconvenient, but prestigious. LHS Bank of Opportunity, NOT.

Food

Lance in! Minuteman fries popular (Sorry Mrs. Maier), but be careful with the acne. Blow pops in, advantage: the inuendo possibilities are endless. Dunkin' Donuts mediocre. Domino's Pizza also less than expected. Recyclable lunch bags going out very fast, thanks in part to Michaelson's editorial last issue.

Fashion

Sports team hats in. Entire matching sports team wardrobes out. Plaid still in. Spots still in. Stripes never been in. Birkenstocks: Marx says, "the rage." Michaelson says, "the ranch." Chuck T's: Michaelson says "go leather." Marx says, "was that middle school?" Are those Bugle Boy jeans you're wearing? We hope not. Dark jeans still out. Acid wash in. PSYCHE Two-strapping the knapsack: we're split. Michaelson says, "left arm might be coming in." Marx says, "Don't be afraid to look like a junior." 90210 out, and thankfully took the sideburns with it.

Authority

Out, in general. More specifically, Capezza in. Robinson: split again. Michaelson says, "out." Marx says, "no comment. He decides who graduates." Alliance Security back after temporary hiatus (consequently, violent crime on campus way down). Geiger out. Young in, but look for Admiral Stockdale next term.

Miscellaneous

One mile walk/run very in. Sit 'n' reach out (it's a guy thing). Driving to school in. Underclassmen out. False fire alarms out. False civil defense alerts in coming. Green lockers in, but will they stand the test of time? LHS football finally in. LHS soccer finally out.

From the Mail Bag:

Dear Dan & Dan,

How come so often when I visit Lance in F-House, he refuses to give me what I want? I mean, I put in what he asks, why doesn't he put out what I need? I already feel cheap because he services so many others. I've been a regular customer for over a year, it just doesn't seem fair! I hope he reads this so he will understand that when I say I want Dunking Sticks, I mean I want Dunking Sticks!

Signed, Lance lover

Dear Lance Lover,

This is not a problem we have heard of before. Our gut feeling, however, is that although we love junk food more than most, too much sugar can be bad for your health. If Lance is not working for you, perhaps you should take your money elsewhere. C-Caf has a mean french fry; maybe you could settle for that rather than Lance's Dunking Sticks.

—Dan & Dan

Dear Dan(s).

I have severe problems with study habits. What are some things I could do to make my room more conducive to studying?

Signed, Afternoon Napper

Dear Afternoon Napper,

Experts suggest designating a separate room of your house as a "study area." We have found that the bathroom works very well. This approach has the advantages of relieving any digestive problems you may have had, as well as putting you that much closer to the source of inspiration for most history and English essays.

—Dan & Dan

Dear Dan,

I'm in love with you. Obviously something is very wrong. What should I do?

Signed, M.G.

Dear M.G.,

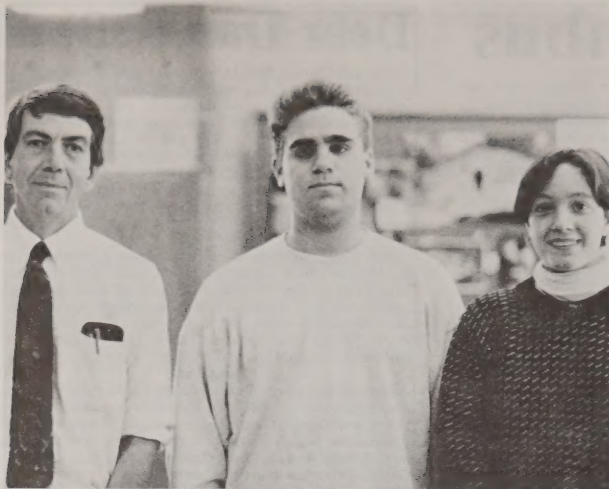
Take a number.

—Dan & Dan

Send us your letters: Put them in the *Musket* crate in the Student Activities Center.

DID YOU KNOW THAT...

September is Sight-Saving Month, a "period of special attention to the importance of the gift of sight, one of mankind's greatest treasures."



The 1992-1993 Senate Executive Committee. Assistant Moderator Michael Fiveash, Moderator Will Eisner, and Secretary Courtney Harter.

Photo by Hadley Langosy

Student Visits Venezuela

by Viviane Chao

Many students can only dream of spending a year of their high school career studying abroad, but Senior Hillel Brahms was able to make this dream come true. In the fall of 1991, Hillel packed his bags and left Lexington to live in Venezuela for a year. Through a program sponsored by the American Field Service (A.F.S.), he was able to "select a continent" in which to reside. He asked for either Ecuador, Venezuela or Mexico, and got Venezuela.

One year can be long time away from the comforts of home. Under the "rules" of A.F.S., the exchange students were not allowed to travel home, excluding the most unusual of circumstances, such as a death in the family. "They didn't let us visit home because the point of the experience is to be a part of the culture. If we went home we wouldn't be allowed to go back to Venezuela." In addition, the exchange students were encouraged not to talk on the phone with their families very often.

Upon his arrival in Venezuela, Hillel attended a one-week information session for exchange students. The orientation was to introduce them to their new country and to

he made in Venezuela were all witty people. "Everyone always had cheery expressions; it was great!" In addition, he says that the kids there were much more intense and social. "Back here, everyone is sort of private." The teenagers in Venezuela really "live for the day," says Hillel. "You feel that everyone tries to enjoy today and not worry about tomorrow."

Hillel attended classes at a local school in the city he was living. Upon enrolling in school, he realized that the Venezuelan educational system is very different from ours. He commented that Venezuelan schools are more developed in math and sciences. However, the system does not stress the arts. Brahms explains that the reason may be the city's basic focus towards industry.

Venezuelan students can choose to major in either the sciences or the humanities. While he was there, Hillel took philosophy, sociology, literature, linguistics, economics, geography, math, and statistics. He admits that when he first arrived at the school, he vowed to keep up with his schoolwork, but after a while, he decided to simply concentrate on the cultural, rather than academic, experiences. Although Brahms attended school in an upper-middle class area, he was able to integrate himself with different social classes through volunteer work in the area.

Brahms remarked that his trip to Venezuela was especially rewarding because he was able to help break down the stereotypes third world countries have towards Americans. "They think we are all rich and snobby," commented Hillel. He goes on to mention that Venezuelans have resentment towards the United States because of our foreign policy, but they do have some admiration for our culture.

"It's sad to think that we're their neighbors, but we're totally uneducated about them. We're totally ignorant!" Brahms says fiercely.

Hillel said that he's glad to be back in the United States. "Everything seems much easier. Living [in Venezuela required] an incredible effort." However, Hillel said he now understands that some things have always been around, but he just has never noticed them before.

There is one thing in particular that Hillel seems to miss to miss the most, and that is the food. Wistfully, he recalled, "At every meal there would be plantains (fried bananas), rice, beans, and meat strips. [Beverages] were mostly fruit juices. We'd usually have soups and salad, too."

Indeed, Hillel concluded, "Things [in Venezuela] are not better, and things are not worse. Things are just different."

"They didn't let us visit home because the point of the experience is to be a part of the culture. If we went home we wouldn't be allowed to go back to Venezuela."

--Hillel Brahms

explain some of the cultural differences. At mid-year, the students gathered again for a session to discuss their experiences and ask questions. After their stay in Venezuela, the group met once more for a "re-orientation" to the United States.

When asked if his experience was what he expected, Hillel answered emphatically, "No way!" He explained, "When you go to live somewhere new, you think you'll be a different person and that you'll do all these crazy things... which you'd never do otherwise. It's not true; [you] stay the same. I learned that you really have to work to make something happen."

While abroad, Brahms learned his most important lesson: the significance of communication. Brahms explained that "everything had to be clearly articulated" to the Venezuelan natives in order to avoid double meanings.

Expanding that statement to a global scale, Brahms went on to explain that most of the problems of the world result from bad communication. "I don't think anyone ever really wants trouble; it's just a communication barrier. If we offer our hand out first, [the opposing side] would be glad to accept it."

The major cultural difference between the United States and Venezuela, observed Brahms, is the Venezuelans' ability to be more open with each other. "They laugh so much more than we do!" recounted Hillel. "You constantly had to be listening to the conversation because there was always a joke coming!" He remarked that the friends

Carousel Cast Works Hard in Preparation for Musical

by Viv Chao

As students are beginning to settle into their daily routine at LHS, the LHS Music and Drama Departments are gearing up to present this year's annual musical, *Carousel*. The musical was last performed at Lexington High School in 1976.

"So far the play is looking good. The all-female dance corps is working very hard, especially at trying to be men. But the cast is great, and I think that the play will turn out great."

—senior Choreographer
Kathy Kohatsu

Many of the new and returning actors and actresses are happy with this year's choice of a musical.

However, most everyone agrees that *Carousel* is a very hard show to perform. Musical Director Sandi Peaslee commented, "this is a tough show to do. We're having nightmares with costumes and props!" She added, "I'm very pleased with the cast,

though. Everybody's having fun with a very traditional show."

Jessica Van Nostrand, who plays the part of Carrie Pipperidge, remarked, "This show is much more difficult than last year's 'Anything Goes,' but I think that everyone is aware of the level of difficulty, so we will be able to pull it off." She added, "We have a very strong and dedicated cast."

"So far the play is looking good. The all-female dance corps is working very hard, especially at trying to be men. But the cast is great, and I think that the play will turn out great," said senior Choreographer Kathy Kohatsu.

As was done last year, this year's musical will be performed on three consecutive nights instead of two. Due to this change, there is no double-casting of roles this year.

The support staff for the musical is also working hard; however, some seem less pressured than others.

Make-up Head Xuan-Mai Vo remarked, "We think that [Carousel] is going to be pretty mundane."

She also commented that in past years, the make-up crew has had the chance to create more unusual and exotic character faces.

"In *The Good Woman of Setzuan*, we had fun... The make up was more interesting and exquisite," recalled Vo.

This year's musical promises to be interesting and exciting in the tradition of LHS musicals. All students are invited to come and witness the talent of their fellow classmates.

Senate, Cont.

Continued from page 1

The Senate also began discussing an Attendance Policy Bill, which was submitted by senior Senator Matt Lippert. This bill states that "Students will be allowed until 2:25 the next day following notification of an alleged unexcused absence to submit an acceptable letter of excuse."

The purpose of this bill is to "insure that no innocent student will be punished for a legitimately excused absence." Also, the bill prevents punishment of students with legitimate excuses due to "parental or administrative error."

Senator Lippert explained the idea behind his bill: "This bill will help fix the inherently unfair attendance policy with little or no inconvenience towards the teachers or the administration."

This bill, as of press time, has been discussed at Senate meetings, but has not been voted on.



LHS senior Hillel Brahms

Photo by Hadley Langosy

Students Rally for Clinton

by Shahak Nagiel

Arkansas Governor and presidential candidate Bill Clinton is not the only one advocating change in this election year; so are the enthusiastic supporters of the newly initiated LHS organization, the Democratic National Committee (DNC) Student Campaign.

The Young Republicans, a long-established LHS student group, now has a competing organization, and the zealous members of the DNC are ready to clash with the veteran association until election day.

The DNC was formed by several LHS students who were unsatisfied with George Bush's performance as president. Junior Abraham Menzin, co-founder and co-president of the DNC, explains, "After watching the Republican Convention on television, I was pretty disgusted."

Menzin firmly supports Clinton's position. "At this point in time, I think that Clinton offers the best hope for a real change in

America, including a viable economic plan, new job programs, better education, and a reformed health-care system."

Many DNC members have a positive outlook concerning Bill Clinton's chances. They explain that when H. Ross Perot withdrew his presidential candidacy in July, many Americans were angered by his "childish" behavior. They then turned to Clinton, whom they felt would support their convictions far better than the incumbent president would. Menzin expressed his frustration with Perot as follows: "When Perot dropped out [of the race], my confidence in him was shattered."

The primary goal of the DNC is to raise funds for the democratic national campaign. However, visibility is equally important to the group. Student volunteers promote the DNC's position by holding signs at busy intersections during rush hour, offering and occasionally selling bumper stickers and buttons at Stop & Shop supermarket, and distributing informative pamphlets.

During the course of its one-month existence, the DNC has successfully attained the interest and signatures of more than 80 interested LHS students, as well as many adult citizens. The DNC has a close relationship with the Lexington branch office of the Democratic Party, which is helped by student volunteers and actively supports the DNC's activities.

Over the next few weeks, the voters of America will be bombarded by television commercials, political analysts, and daily polls. They will have to vote for the next occupant of the Oval Office in a year where all bets are off. Although it remains to be seen whether or not the President will be able to accomplish any real changes, it is certain that the DNC is the first established opposition group to the Republicans at LHS.



London

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Art Department



Lexington Varsity Field Hockey Player Michelle Conceisson fights with a Woburn opponent for control of the ball.

Photo by Hadley Langosy

Minute Maids Seek Berth

By Samantha Peltz

The Lexington High Minute Maids are hoping that thirteen can be their lucky number this year. With thirteen seniors on this year's varsity field hockey squad, the team boasts a plethora of experienced players whose talents and teamwork will hopefully lead to a spot in the division play-offs. At the half-way point in the season, the Maid's record of 5-3-1 had earned them eleven points. A total of twenty-two points are needed for a play-off berth.

Seniors Karen Tracey, Joanne Wallach, tri-captain Sam Peltz, and junior Crystal Chow make up this year's starting forward line. Backing them up as links are two returning varsity players, junior Cara Altanucci and sophomore Courtney Walton. Other forwards include seniors Amy Pawlak, Keri ST. George, and junior Sara Ginns. Together, this group make up the Maid's scorers.

On the defense, senior tri-captains Michelle Conceisson and Gill Grant and first year varsity player Susan Gorman direct the play as half-backs. Behind them are seniors Kelly Harrington as sweep and Carrie Granger as goalie. Also aiding on defense are seniors Kim

Harter and Laura Premack and juniors Katie Ludwig and Mary Gorman. Senior Rachel Marcus acts as another sweep and junior Ariane Liazos as another goalie. Despite the loss of all-star goalie Annie Venier, Lexington's defense

"At first we had a lot of problems...Now, half-way through the season, we've played a lot more with each other, and we've learned to talk. Many of us have begun to gain a sense for each others' techniques." This ability to work with one another provided the team with a 3-0 victory over the Lady Devils of Burlington on October 8.

- senior Laura Premack

is still very strong this year. Carrie Granger is having a stellar season in goal, claiming four shut-outs and only three losses at the season's half-way point.

Since September, the Maids' performance has really solidified into a unit. As senior Laura Premack put it, "At first we had a lot of problems with taking the ball off of each others' sticks and not being aware of where everybody was on the field. Now, half-way through the season, we've played a lot more

with each other, and we've learned to talk. Many of us have begun to gain a sense for each others' techniques." This ability to work with one another provided the team with a 3-0 victory over the Lady Devils of Burlington on October 8.

Karen Tracey recounts the playing conditions. "The field was really fast. The play was really spread out." Despite the difficulties with the field, Tracey still was not refrained from scoring two goals against the Lady Devils. Right wing Crystal Chow would add a third goal which prevented Burlington from making any sort of come back. The combined effort of the Maids showed through as they played as a team and not as a group of individuals.

The Burlington game was an upbeat conclusion to the first half of the Maids' season. The team expects to be challenged in upcoming games against Woburn at home on October 12, Watertown away on October 21st, and Reading at home on the 23rd. Having lost to these teams in the first half of the seasons, the Minute Maids, with their honed skills and new-found sense of unity, hope to victorious.

Boys' Soccer Battling Hard

By Keith Traverse and Corey Hendrickson

The struggling boys varsity soccer team had a record of three wins, five losses, and one tie at the half-way mark of their eighteen game schedule. The team kicked off the second half of the season with a tie against a powerful Belmont team, which is currently holding second place in the Middlesex League. After a dismal early season performance during which the team lost to Belmont, Woburn, Winchester, Reading, and Stoneham, the boys came together to beat Melrose and tie Burlington, showing promise for the remaining nine games. A major obstacle for the team was overcoming inconsistent play and the resulting frustrations. Co-captains Bobby Wong and Brian Baratte strove to unite the team and to boost the level of confidence on the field. According to Coach Hartshorn, "The boys are clearly frustrated and it's reflected in their play."

The hearty starting defenders Eric Jansen, Tom Anderson, Andrew Thompson, and Sean Fitzpatrick have had difficulty stopping the offensive onslaught of talented Middlesex league rivals. Seniors Alex McGregor and Keith Traverse have provided depth for the defensive squad. Midfielders Brian Baratte, Jani Groblewski, and Eric Losick worked diligently providing support for the offense and defense. Their aggressive presence and noted speed is felt

heavily by opposing teams. The forward line consisting of seniors Bobby Wong, Tetsu Inada, and David Podgorski are a nasty bunch, each of them having strong skills and excellent field awareness. Forward support is provided by Josh Finn, Jason Chang, Joe "The Oriental Express" Corcoran, and John Lin. Seniors Stevie Cole, Zeyad "The Moose" Moussa, juniors Graham Taylor, Caleb Newman, Simon Edwards, and sophomore Sam Handlin contribute their skills when needed.

Another significant factor in the team's struggle this season has been replacing All-Star goalie Ethan Zohn. Sophomore Brad Samuels was converted from a field player to goalie, a position he has played in previous years, during preseason. In a Watertown victory, Samuels' hand was broken in several places by an opponents foot. Jake Horowitz has successfully made the transition from back-up to starter, and has since handled the responsibilities extremely well, with many key saves.

The team has not lost sight of its tournament hopes and has been encouraged by recent victories. The potential of the team will hopefully surface more consistently in the remainder of the season. This group of players clearly has the ability to play at a higher level and to succeed in a talented Middlesex League.



Lexington Soccer player Carmine Rullo races to the goal, trying to outrun a swift opponent.

Photo by Hadley Langosy

Boys' Cross Country on a Roll

By Josh McCarthy

As the boy's varsity cross-country team continues to win, they look poised to win their seventh consecutive Middlesex League title.

To date, the team has handily defeated every opponent it has faced en route to a 6-0 record. In the process, the team has extended its consecutive win-streak to a remarkable sixty-three dual meets.

The team has been led by a strong nucleus of upperclassmen. In fact, Lexington has captured at least four out of the top five places in every meet this season; the closest meet yet has been a 20-35 pounding of Wakefield.

Junior Lowell Ladd, coming off a superb outdoor track season, has been the team's number one runner from the outset of the season. Through the first six meets, Ladd is unbeaten in league competition, and has set a personal best of 15:25 on Lexington's grueling three mile course.

Although senior Josh McCarthy's times are not as fast as he would like them, he has consistently covered the team home course in about sixteen minutes.

Thus far, only one runner has been able to crack this 1-2 combination. Junior Fred Simon and seniors Jason Handwerker and Mike Hsieh provide the team with the strongest depth in the league.

"Although the varsity team has been running very competitively, the underclassmen are most impressive. To run our course in twenty minutes is quite an accomplishment."

--Coach Arthur Dulong

While Simon and Handwerker are friendly rivals, they each have easily overpowered their respective counterparts on the opposing team in every race this season.

Hsieh is the team's dark-horse, and has established himself as the league's premier fifth-man. Senior

Jeremy Warren, and juniors Greg Landel, Brian Mancuso, Trevor Uhl, and Chris Donahue all have been contributing members of the varsity team.

Despite the varsity team's upper-class domination, the junior varsity team has several promising juniors, sophomores, and freshman. Sophomore Eugen Valsky, freshmen Phil Davis, Phil Oliff, Karsten Schoellner, and Brian Coaise, and juniors Joe Wallerstein and Vic Karkar continue to set personal bests on the home course. Coach Art Dulong has been especially pleased with the underclassmen.

"Although the varsity team has been running very competitively, the underclassmen are most impressive. To run our course in twenty minutes is quite an accomplishment."

Lexington still has three dual meets remaining, including the powerful Stoneham Spartans. However, while the season is by no means clinched yet, the Minutemen already have their eyes set on another league title.



Senior Cross-Country runner Josh McCarthy competes in a recent track event.

Photo from Musket File

Favored Varsity Football Shoots for Championship

By Mike Diluna

As was expected, the Lexington High School varsity football team is coming on strong. Many had predicted, at the start of the season, that this team would be one of the top three contenders for the Middlesex league title. The Minutemen opened the season with a resounding 32-7 win over Concord-Carlisle, reinstating the almost 100 year old rivalry between the two teams. Throughout the 1950's and 60's, CC had one of the top teams in the country. Many Lexington High alumni were happy to see this once powerful team get a taste of their own medicine.

The second game of the season proved to be just as easy with a 34-8 trouncing over Belmont. Seniors Rashad Wilson and Kevin Nolen each had two touchdowns apiece. Senior Scott Savini also had one of his own.

Unfortunately, the third game ended differently from the first two. The perennially powerful Woburn Tanners came to Lexington as the favored team to win. Lexington had a tough time controlling the strong rushes of Mike Wall, Woburn's #1 full-back. Lexington was only able to score one touchdown, which came in the fourth quarter on a diving catch by senior Jeff Wichmann from quarterback Rashad Wilson. The tough 18-7 loss bumped Lexington out of the Globe Division Two top ten.

One week later, Lexington rebounded from their loss to defeat the Wakefield Warriors by a score of 35-0. Head coach Bill Tighe and assistant coach Lou Racca both had coached Wakefield a couple of decades ago and were extremely pleased with the victory over their former town. Senior Scott Arch turned in a formidable day at the office with fourteen carries for 103 yards and two touchdowns. Wilson had a touchdown and Kevin Nolen showed why he is one of the best offensive as well as defensive backs in the league with an interception that was returned ninety-five yards for a touchdown.

While all of these players get a large portion of the attention, there is also another group as equally important. The defense. Lexington has allowed an average of only one touchdown per game in their first four games. This is mostly due in part to the strong defensive line backed by senior Anthony Bonnano who has fifteen tackles and leads all linemen in

that department. Senior Eric Owen also wreaks havoc on the opponent's offense by allowing nothing to penetrate the middle. Junior Colby Crogan leads the team with twenty-four tackles, three sacks, and one interception. He is the utility man of the team playing anything from cornerback, to flankerback, and occasionally acts as the long-snapper on punts. Senior linebackers Savini and Wichmann each have around twenty tackles and provide the backbone for the defense. Rashad Wilson proves that he isn't just an offensive player, but can also deliver some of the hardest hits seen on the field.

Coach Tighe says of his team, "The offensive and defensive line get better each game. We can't afford to sacrifice any more losses to the remaining [Middlesex league] teams."

"No losses" will need to be given up if the injuries that continue to plague the team keep up. As of now, Arch and Wilson are bothered by bad ankles. Savini was unable to play in Lexington's next game against Winchester as a result of an injured knee. Winchester was looked upon as one of the biggest games of the

season. The Sachems had given #1 ranked Stoneham a hard time and would undoubtedly be as tough against Lexington. By the end of the first half, Lexington was winning 7-6 and the pace seemed to be strikingly similar to that of the Woburn game. As the second half started, Winchester continued to pound the ball up the middle and to the outside. Early in the third quarter, they took a 14-7 lead. Lexington refused to give up though. Wilson would score to tie up the ballgame and another strong drive ended up in a touchdown by junior Terrence Nolen. Terrence had been playing in the place of the injured Savini and filled in well. Kevin Nolen would later add the finishing touch to the game with a thirty-five yard touchdown pass from Wilson. Lexington won the game with a 28-14 comeback. Another notable performance was put in by junior Brian Skinner who played in place of senior Bob Walton (knee injury). Brian is often called upon to play any position on the line, from tackle to tackle and does a superb job at it.

The next game on the schedule is against Watertown and looks to be a repeat of the Wakefield game.



The Lexington High School Varsity Football Team prepares to take the offensive.

Photo from Musket File

Girls' Soccer Aims for Top Spot Team Hindered by Injury and Competition

By Rachel Chansky, Justine Oppenheim, and Rachel Quirn

Proving themselves once again, the Lexington girls' varsity soccer team compiled a spectacular pre-season record of 3-1. The Minutemaids easily beat Marian, Natick, and Weston, losing only to Concord-Carlisle. However, as the injury list grew, hopes of a winning record diminished. The sidelines began to resemble a doctor's waiting room with key defenders, such as Kim Driscoll, Ornella Rullo, and Beverly Ray (a broken nose), sitting out. Senior quad-captain Rachel Chansky also joined the crew of injured following her knee operation. It was not a happy sideline. Adding to the Maids woes was a disappointing first game loss to the Belmont Marauders. This was an interesting game, considering that the girls were facing old friend and teammate, Jane Cargill. However, the Belmont girls defeated the Maids by a score of 2-1. Dropping the next three games to Woburn, Wakefield, and Winchester, the Maids' spirits were dampened. By then, the injuries

had subsided, and the Minutemaids were determined to win. Lexington rebounded from their previous losses by obliterating the Reading Rockets by an astounding score of 6-1.

Following a humiliating loss to Stoneham, Lexington decided to uplift its spirits by holding a team meeting. Ideas such as wearing "pinnies" and sports bras, the famous "heinous yellow socks", ties, hats and other ideas were thrown around. The team finally decided on wearing ties and not shaving their legs until the next win. Fortunately for the Maids (and their boyfriends), they were able to end Melrose's winning streak with a 4-0 upset. Junior goalie Angela Hadwin had a spectacular game as she notched her first varsity shut-out. The defensive nucleus of senior Mandira Mehra, and juniors Kim Driscoll, Erica Kreutziger, Nicole Medas, and Ornella Rullo successfully contained Melrose's offense.

With a record of 2-6, the Maids prepared themselves for the Belmont rematch. Continuing to fuel team spirit, the girls toilet

papered each others houses and thus made the infamous "police log." Luckily, the Maids determination and spark paid off as the girls fought until the end, to take a 5-4 victory from the Marauders. Strong play by sophomore midfielders Julie Bonner and Christine Oberto, juniors Abby Crocker and Sarah Saalfeld, and seniors Rachel Chansky and Andrea Paroskie sealed the win. Victorious, the Maids' next challenge was the Woburn Tanners. With little time left on the clock, the Maids were down by a goal. In the last seconds, Marzilli broke down the left sideline and blasted a goal that was disputed by the referee. The game is currently under protest.

With continued hard work and energy the Maids should be able to stop any offensive threats and put more balls into the net.



Senior Cross-Country runners Becky Dennison and Ciole Hill lead the pack in a race against Reading.

Photo from Musket File

Girls' X-Country Cruises to Victory

By Susan Gorman

Despite the loss of star runner Maria Berger and two other varsity seniors to graduation last year, the Lexington High girls' cross country team, led by present seniors Becky Dennison and Chloe Hill, is off to a strong start after its first eight meets. Lexington cruised to victory in its first six meets, losing their first one Tuesday, October 13th against a perennially strong Stoneham team. Last year the team shared a tri-championship with Stoneham and Belmont, whose team has already been beaten this season by Lexington.

Becky Dennison won the three mile Lexington course against Stoneham with a time of 17:56, finishing more than a minute faster than her closest competitors. The record for this course was set last year by Maria Berger with a time of 17:37. The next Lexington team member to finish was Chloe Hill, who placed sixth with a time of 19:59. Hill was then followed by Lexington's freshman Christine Mancuso and junior Arpi Terzian who finished ninth and tenth respectively, with times of 20:45 and 20:47. Despite strong times by the team, Lexington finished behind Stoneham 38-21.

From its seven member team last year, the cross country team's ranks have now swelled to include twelve runners, when all are healthy. It consists of seniors Dennison, Hill, and Martha Thompson, who is unable to compete because of an injury. The single junior on the team is Arpi Terzian while the sophomores include Jennifer Meyer, who placed fifteenth in the race against Stoneham, and Shira Miller-Jacobs. There are many new freshmen team members who are, according to Terzian, "doing

extraordinarily well" and who have "worked really hard to improve their times." These freshmen include Juliet Kinney, Cynthia Lin, Rachel Lowell, Christine Mancuso, Becky McCarthy and Ellen Van Wert. An example of their hard work is that Mancuso, Van Wert and Lin all finished in the top fifteen times.

In their meet against Melrose on Tuesday, October 20th, Lexington easily defeated the Melrose team, making their record an impressive 7-1. On a three mile course at the Mount Hood Golf Club, featuring a hill with almost a "ninety degree angle," according to Arpi Terzian, the Lexington team practically swept the first nine places, garnering seven of the best times. Becky Dennison and Chloe Hill were in their usual number one and two slots, which is always a key to the Lexington victories. After one Melrose runner, the next six runners out of seven were Lexington's Arpi Terzian, Christine Mancuso, Ellen Van Wert, Cynthia Lin and Jennifer Meyer. Terzian took her usual number four slot with Mancuso very close behind her.

Becky Dennison, the only team member selected, recently participated in the Northern Area meet on Saturday, October 24, held at Hyde Park in Boston. Out of two hundred girls, Dennison placed first, which made her the center of an article in The Boston Herald.

Lexington has already surpassed such teams as Woburn, Wakefield, Winchester and Watertown along with Belmont. The team will be hosting a meet against Burlington on the thirtieth. According to Dennison, "It doesn't look like we're going to win [the championship], but we're doing really well, and we're having fun."



Varsity Girls' Soccer player Lora Marzilli fights for possession of the ball with a Wakefield opponent.

Photo by Hadley Langosy